



1998–99 CATS ASSESSMENT Open-Response Item Scoring Worksheet

Grade 5—Arts & Humanities

The **academic expectation** addressed by "Portrait Clues" is

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

The **core content** assessed by this item is

Visual Arts: Responding

Describe visual characteristics of works of art and respond to them using visual arts terminology.

Visual Arts: Skills and Knowledge

Subject Matter

Portrait

Portrait Clues



Many portraits are made in places where the person lives or works. Sometimes things the person likes or does are put in the portrait to give the viewer clues about the person.

Refer to the photographic portrait of the woman above. It looks as though the artist might have made the portrait in the woman's home.

- What do you think the clues in this portrait tell you about this woman?
- Think about a portrait you would make of someone you know. Describe what your portrait would look like. Explain what you would include in the portrait and what it would tell about the person.



SCORING GUIDE

Grade 5 Arts & Humanities

Score	Description
4	Student identifies some clues in the portrait and offers a clear interpretation of the clues. Student describes a portrait he/she would make of someone and clearly explains what he/she would include in the portrait and what it would tell about the person.
3	Student identifies some clues in the portrait and offers an interpretation of the clues. Student describes a portrait he/she would make of someone and generally explains what he/she would include in the portrait that tells something about the person.
2	Student offers an interpretation of some clues in the portrait, but may not directly identify the clues. Student provides a limited description of a portrait he/she would make of someone and provides a limited explanation of what he/she would include in the portrait and/or what it would tell about the person. OR Student fully answers part a or part b.
1	Student's response is minimal (e.g., student minimally interprets one clue in the portrait; student minimally describes the portrait he/she would make of someone).
0	Response is totally incorrect or irrelevant.
Blank	No response.

Examples of clues and interpretations:

- **She is holding a pen/pencil:** She might like to write stories or letters or draw pictures (portrait is actually of the author Collette). She could be an author or an artist.
- **Physical appearance:** Her white hair suggests she is old. She could be retired. She appears to be resting in bed with pillows to prop her up, which suggests she could be ill or frail.
- **Surroundings:** The balcony in the background suggests she might live in an old house or in a rich house.



ANNOTATED STUDENT RESPONSE

Grade 5 Arts & Humanities

Sample 4-Point Response of Student Work

Student Response

a. The clues in the picture that tell me about this woman is the piece of cloth in her hand. She may like to sew. Another clue is the music stand. Maybe she likes to listen to or play music. The woman lives in a house because of the porch and shams. I don't think the woman goes out very much because it looks like a pretty day out. She should be outside taking a walk or enjoying the sun. I can also say by the woman's hair that she is sort of old. Those are the clues I can tell from this photograph.

b. I was asked what I would include if I did a portrait of someone. If I did a portrait of someone it would be my great aunt. My great aunt can't walk so I could include her wheelchair in the portrait. She is old so I would include her gray hair. Last in my portrait I would include my great aunt's special stuffed animals and dolls in her room. This would tell the person that saw my portrait that she is a child at heart. These are some clues and what they would tell if I did a portrait of my great aunt.

Student gives a clear interpretation of some clues in the portrait (i.e., piece of cloth suggests that she likes to sew; a music stand suggests that she listens to or plays music; hair suggests her age).

Student describes a portrait he/she would make of someone and clearly explains details he/she would include (i.e., wheelchair to suggest she cannot walk; gray hair to show her age; stuffed animals and dolls to suggest her child-like spirit).

Overall, the student demonstrates a strong ability to describe visual characteristics of works of art by interpreting clues about the subject of a portrait and by describing clues he/she would include in a portrait of someone known.



ANNOTATED STUDENT RESPONSE

Grade 5 Arts & Humanities

Sample 4-Point Response of Student Work

Student Response

a. I think the clues tell me that she's old. That's because of her face and her hair. It tells me that she likes to write because she has a writing tool in her hand. She has a piece of paper in front of her. One more thing it tells me is that she's decorative. I say that because in the background you can see glasses and sculpture.

b. The person who I picked is my best friend Erica. She would be sitting down writing a letter. She would have jeans and her Adidas shirt on. Her eyes are brown and her hair would be brown. The clues would be a basketball, a softball in a glove, and a pair of pompoms behind her. I would use those clues because she likes to play basketball and softball and cheer. That is my portrait of my best friend Erica.

← Student gives a clear interpretation of some clues in the potrait (i.e., face and hair suggest her age; writing tools and sculptures suggest that she enjoys writing and is “decorative”).

← Student describes a portrait he/she would make of someone and explains details to include in the portrait (i.e., her friend wearing jeans and an Adidas shirt, with a basketball, softball in a glove, and a pair of pompoms behind her). Student describes what the portrait would tell about the person (i.e., she likes to play basketball and softball and cheer).

Overall, the student demonstrates a strong ability to describe visual characteristics of works of art by interpreting clues about the subject of a portrait and by describing clues he/she would include in a portrait of someone known.



ANNOTATED STUDENT RESPONSE

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Sample 3-Point Response of Student Work

Student Response

Some things in the portrit tells me a little bit about the woman. For enstins, I think that the woman might be just learning how to nit because she has a paper lying in front of her and she has a basket holding it and a nedil thing.

My portrait would be a person riding a go-cart. I would include in the portrit of the person on the go-cart in first place. It might tell me that he/she has had plenty of practice and that's his/her hobby.

← Student gives an interpretation of some clues in the portrait (i.e., paper, basket, and needle suggest that she is knitting).

← Student describes a portrait he/she would make of someone and generally explains what he/she would include in the portrait that tells something about the person (i.e., riding a go-cart in first place would suggest that the person has had plenty of practice).

Overall, the student demonstrates an ability to describe visual characteristics of works of art by interpreting clues about the subject of a portrait and by describing clues he/she would include in a portrait of someone known.



ANNOTATED STUDENT RESPONSE

Grade 5 Arts & Humanities

Sample 2-Point Response of Student Work

Student Response

a. Maby the clues would tell that she is old and she likes jewel cause I can see a bracelet on her hand.

b. I would do it on my grandma and tell that she has gray hair and ricled skin and she wares glases. And she alway wars dresses.

← Student gives an interpretation of the portrait (i.e., she is old and likes jewelry), but identifies only one clue (i.e., bracelet).

← Student provides a limited description of a portrait he/she would make of someone with limited explanation of what to include in the portrait (i.e., grandmother with gray hair and wrinkled skin, she wears glasses and dresses).

Overall, the student demonstrates some ability to describe visual characteristics of works of art by describing the subject of a portrait as well as clues he/she would include in a portrait of someone known.

Sample 1-Point Response of Student Work

Student Response

a. she is a artist

b. a woman in a huse.

She will be clening.

She will have a brom.

She is pretty.

← Student gives a minimal interpretation of the portrait.

← Student minimally describes what to include in the portrait.

Overall, the student demonstrates minimal ability to describe visual characteristics of works of art by attempting to describe the subject of a portrait and/or clues he/she would include in a portrait of someone known.



INSTRUCTIONAL STRATEGIES

Grade 5 Arts & Humanities

The open-response item “**Portrait Clues**” assesses students’ knowledge in the area of visual art. Specifically, the item assesses students’ knowledge of art subject matter in the portrait category. The item assesses students’ understanding of how clothing, accessories, background, and other objects included around the subject reveal information about the personality, work, and/or history of the subject. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide students with portrait examples in various media (e.g., photographs, watercolors, oils, cartoons). Discuss what the background, clothing, objects, and facial expressions in the examples reveal about each subject’s life and/or personality.

Have students work individually, in pairs, in small groups, and/or as a class to complete any or all of the following activities:

- Find portraits in books and/or magazines that have objects connected to the subject (e.g., a teacher holding a book, a hockey player carrying his skates, a child on a bicycle or in a costume). Discuss what the objects tell about the subject.
- Bring photographs of themselves that contain objects or have backgrounds that show something about them. Students might share their own ideas about what the photographs tell about themselves and/or have other students discuss what they can tell about each student from seeing his/her photograph.
- Choose a well-known person in history or in the school community. List objects, clothing descriptions (color or style), and background (location and details) that could be used in a portrait to tell about the person’s life, personality, accomplishments, and/or place in history.
- Create portraits or self-portraits in several media (e.g., pencil, torn paper, tempera, pastels, watercolor) that include one or more objects which tell about the person’s life and/or personality. Explain to the class or school what the relationship is between the object and the person.